

Penn Cambria Curriculum

Course Name	Civics /U.S. History 8
Length of Course	1 year 1 period/day
Grade Level	8
Prerequisites	None
Course Description	The grade 8 social studies course emphasizes the early development of the United States with an in-depth study of civics, government and the Constitution.
Units of Study	American Revolution Creating A New Nation Civics, Government, and the Constitution Federalist Era Jefferson, Madison and Monroe Jacksonian Era
Materials	Text: <u>American History: Beginnings through the Reconstruction</u> c2008 McDougal Littell Supplemental Materials: <u>American Civics</u> c1998 Holt, Reinhart and Winston Primary source documents, teacher created materials

The following PA Academic Standards are integrated throughout this course. In addition, PA Academic Standards specific to a unit of study are contained within that unit.

Geography

7.1.9 B - Explain and locate places and regions.

History

8.1.9 A - Analyze chronological thinking.

8.1.9 B - Analyze and interpret historical sources.

8.1.9 C - Analyze the fundamentals of historical interpretations.

8.1.9 D - Analyze and interpret historical research.

8.3.9 A - Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9 B - Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914.

8.3.9 C - Analyze how continuity and change has influenced United States history from 1787 to 1914.

8.3.9 D - Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914.

Unit 1: American Revolution

Estimated Time: 4- 6 weeks

Standard Alignment:

8.2.9. A – Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.

8.2.9. B – Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.

Curricular Objectives:

Students will:

1. Identify reasons why the American colonies and Britain began to grow apart.
2. Describe the ways that the colonists defied the rules of Parliament.
3. Identify the ways that Britain tightened its control over the colonies.
4. Explain how colonists protested British rule.
5. Analyze why colonists felt that Britain was interfering in its economic matters.
6. Describe the Intolerable Acts and how the colonists reacted to them.
7. Explain why the revolution began
8. Identify key military battles, events, outcomes, and leaders of the American Revolution.
9. Identify and analyze the strengths and weaknesses of both sides of war and how each impacted the war's outcome.

Assessments/ Measurement of Objectives:

- Quiz and Test
- Worksheets
- Open Ended Response
- Five Paragraph Essay

Suggested Methods of Instruction / Learning Activities:

- Role-play events of the Revolutionary War
- Journal entry describing life for an average colonist.
- Create a map of colonial empires in America.
- Read selected pieces of *Common Sense* and have students translate into modern language
- Play *Chronological Challenge* to reinforce the timeline of events of the period
- Pre-writing strategies for end of the chapter essay
- Open Ended Response: Reading Selection George Washington and Thomas Paine
Write a five paragraph essay: The 13 colonies had several advantages throughout the American Revolution. It was these advantages that eventually led to America's victory. In a five paragraph essay, explain how America won with three of these advantages.

Unit 2: Creating A New Nation

Estimated Time: 4-6 weeks

Standard Alignment:

5.1.9. C – Analyze the principles and ideals that shape government.

5.1.9. E – Analyze the basic documents shaping the government of the United States.

5.1.9. I – Explain the essential characteristics of limited and unlimited governments and explain the advantages and disadvantages of systems of government.

Curricular Objectives:

Student will:

1. Describe the basic structure of the first national government of the United States and analyze the weakness of this government that showed as we faced both domestic and foreign problems.
2. Identify the issues and compromises that were addressed at the Constitutional Convention.
3. Describe the basic principles of the Constitution of the United States.
4. Analyze the Bill of Rights.

Assessments/ Measurement of Objectives:

- Quiz
- Test
- Five Paragraph Essay

Suggested Methods of Instruction / Learning Activities:

- Comparison charts of Articles of Confederation and Constitution.
- Constitution review game.

Unit 3: Civics, Government, and the Constitution

Estimated Time: 9-10 weeks

Standard Alignment:

- 5.3.9. B – Compare the responsibilities and powers of the three branches within the national government.
- 5.3.9. C – Explain how a bill becomes a law on a federal, state, and local level.
- 5.3.9. D – Explain how independent government agencies create, amend and enforce regulatory policies.
- 5.3.9. E – Explain how citizens participate in choosing their leaders through political parties, campaigns and elections.
- 5.3.9. F – Explain the election process.
- 5.3.9. G – Explain how the government protects individual rights.

Curricular Objectives:

Students will:

1. Identify and describe the qualifications, roles, responsibilities for the members of the Legislative, Executive, and Judicial Branch.
2. Describe the election process.
3. Describe the functions of the legislative process and describe how a bill becomes a law.
4. Describe the powers and functions of the executive branch of government, including agencies associated with the President's Cabinet.
5. Describe the powers and functions of the judicial branch of government.
6. Analyze the strengths and weaknesses of checks and balances within the federal government.
7. Explain how the government protects individual rights.
8. Analyze how and why the government raises money to pay for its operations and services.

Assessments/ Measurement of Objectives:

- Quizzes
- Test
- Research Project

Suggested Methods of Instruction / Learning Activities:

- Participate in a mock election
- Play Checks and Balances Game
- PowerPoint presentation as part of research project

Unit 4: The Federalist Era

Estimated Time: 3-5 weeks

Standard Alignment:

See page 1

Curricular Objectives:

Students will:

1. Describe the early development of our nation's federal government.
2. Describe the origins of political parties in the United States.
3. Describe domestic and foreign policy issues during the presidential terms of Washington and Adams.

Assessments/ Measurement of Objectives:

- Quizzes
- Test
- Open Ended Response: Alexander Hamilton
- Five Paragraph Essay

Suggested Methods of Instruction / Learning Activities:

- Direct Instruction
- Political parties comparison chart
- Graphic organizer of domestic and foreign policy issues

Unit 5: The Jefferson, Madison and Monroe Years

Estimated Time: 4-6 weeks

Standard Alignment:

- 6.1.9. D Describe historical examples of expansion, recession and depression in the United States.
- 6.2.9. A Explain the flow of goods, services, and resources in a mixed economy.
- 7.3.9. C Explain the human characteristics of places and regions by their settlement characteristics.
- 7.3.9. D Explain the human characteristics of places and regions by their economic activities.

Curricular Objectives:

Students will:

1. Analyze issues faced by the country during the presidency of Thomas Jefferson.
2. Describe the causes, events and results of the War of 1812.
3. Describe and give reasons for the expansion of the national economy and government between 1815 and 1830.
4. Describe the impact of new technology and industry during this time.

Assessments/ Measurement of Objectives:

- Objective quizzes/tests
- Class assignments/activities
- Written responses
- Map activities

Suggested Methods of Instruction / Learning Activities:

- Trace the journey of Lewis and Clark on a map and have students use prior knowledge to describe the area.
- Analyze the song "*The Farmers of Kentucky*" for historical accuracy.
- Chart or visual describing the American System.

Unit 6: The Jacksonian Era

Estimated Time: 4-6 weeks

Standard Alignment:

5.2.9. G – Analyze political and civic participation in government and society.

Curricular Objectives:

Students will:

1. Describe the two party system of Jackson's time.
2. Analyze Andrew Jackson's policies as president and his impact on the nation.

Assessments/ Measurement of Objectives:

- Objective quizzes/tests
- Class assignments/activities
- Written responses
- Map activities

Suggested Methods of Instruction / Learning Activities:

- Design poster that describe Andrew Jackson's presidency and philosophy of government.
- Analyze original documents regarding the Trail of Tears and other Native American Removal issues.
- Organize a campaign for William Henry Harrison or Martin VanBuren.